

Holbrook Public School

Annual Report



2018



2170

Introduction

The Annual Report for 2018 is provided to the community of Holbrook Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Nathan Fisher

Principal (Rel.)

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Message from the Principal

My journey at Holbrook Public School began in Term 1, 2018 in a relieving capacity for the substantive Principal, Jason Weaven. I quickly made a connection with the school and feel privileged to have been given the opportunity to work in partnership with the students, staff and community, to deliver the best outcomes for all students. The students are to be commended for their outstanding behaviour, engagement in learning and achievement. They are an extremely positive reflection on the community; something to be very proud of. Holbrook Public School is an outstanding environment for children to learn and develop in. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them. Holbrook Public School enjoys tremendous support from its parent bodies and the local community. I sincerely thank the P&C, School Council and broader school community for their support in making our school a great one.

We began 2018 with seven temporary teachers and two permanent teachers. Due to vacant positions, four new permanent teachers began at the beginning of Term 2 and two new temporary teachers also joined the team. Many thanks to Kate Wedgwood (teacher representative) and Thomas de Steiger (community representative) who supported me in conducting local merit selection procedures for all of these positions. I also applaud the school executive team, who were able to maintain the trust and confidence of the community through high level communication and relationship building during this period of change. The support and resilience of the community was also greatly appreciated.

Although there was significant change in staffing at the school, a calm, positive and safe learning environment was maintained, new teachers were inducted and the students were remained focused on their learning. Mrs Kate Wedgwood and Miss Chrissy Lavis were instrumental, as the continuing permanent teachers and executive members, in ensuring continuity throughout the year. The school has once again been highlighted for its outstanding results, measured through growth and achievement in NAPLAN, school assessments, and literacy and numeracy continuum data (PLAN).

In Term 1, the School Plan (2018–2020) was rewritten in consultation with students, staff and the community to reflect Departmental expectations and directions, Premier's Priorities, local network initiatives, current research and evidence-based practices. Due to this process requiring deep analysis and consultation, and large changes in staffing, many of our school planning milestones were delayed until new staff were settled and inducted. Despite this, we were able to make progress towards the aspirations of the school plan in the second semester. The following report will highlight many of our achievements in 2018 and clearly set out our future directions.

Many thanks to the entire school community for making me feel so welcome this year. I thoroughly enjoyed 2018 and am looking forward to leading another successful year of learning at the school.

Nathan Fisher

School background

School vision statement

At Holbrook Public School, we believe in educating for excellence within a safe, respectful and inclusive environment.

Our vision is to provide every student with opportunities to achieve their personal best.

Our school is a place where everyone learns, has fun and takes pride in striving towards excellence. All students are supported and given opportunities to reach their potential.

Our school purpose:

The staff of Holbrook Public School are committed to:

- Providing meaningful cultural, artistic, sporting and academic learning opportunities which support life-long learning for all students.
- Maintaining high expectations for academic achievement and behaviour.
- Encouraging all students to be creative, critical and resilient learners who are better prepared for the challenges of the 21st century.
- Reflecting on each student's individual strengths and learning needs in assisting them to achieve their learning potential.

School context

Holbrook Public School, situated between Wagga Wagga and Albury, provides a safe and positive learning environment where children can learn and develop as individuals.

There are 150 students enrolled for 2018 (including 8% Aboriginal students), with 6 classes and additional teachers in supporting roles. The teaching mix is one from very experienced through to those in their early years. The professional requirements of teaching in NSW public schools are met by all teaching staff.

Within the Holbrook community, Holbrook Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all.

The school is committed to a collaborative and open approach and the pursuit of individual excellence, in a balanced, challenging and diverse curriculum catering for all students.

The school has a strong reputation for its successful academic, cultural, artistic, sporting and extra curricula programs.

The school has an active School Council and P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy and numeracy, technology and student wellbeing.

Holbrook Public School is a proud and active member of the Morgan Country Community of Schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2018, staff at Holbrook Public School consulted with the community and wrote a new School Plan which aligned closely with the School Excellence Framework. Time was allocated at regular stage, staff and executive meetings to assess our current practices in line with the School Excellence Framework and plan for improvement. Towards the end of the year, a series of meetings were used to accurately assess ourselves against the School Excellence Framework, based on available evidence from staff.

Learning

In the domain of 'Learning', our self-assessment against the School Excellence Framework indicated that we are Sustaining and Growing across five 'Learning' elements and Delivering for one 'Learning' element. Our efforts have primarily focused on learning culture, wellbeing and assessment. The strong performance of the school, in creating a positive and productive learning culture amongst staff and students, has been a feature of our efforts and has been a strategic focus we continue to value highly. Attention to personalised planning and individualised learning needs has been another component of our progress throughout the year. We have transitioned students into the school with high learning, behavioural and health needs with support from the Learning and Wellbeing Team, school-based support personnel and specialist support from the Royal Children's Hospital, Complex Care Hub, Melbourne and Kurrajong Therapy Plus, Wagga Wagga. This has led to two of our School Learning Support Officers being upgraded in their qualifications to provide specific health care procedures. The staff is in the process of reviewing and refining wellbeing practices with a view to developing and implementing a comprehensive wellbeing policy, so that 'every student is known, valued and cared for' and can connect, succeed, thrive and learn.

Teaching

In the domain of 'Teaching', our self-assessment against the School Excellence Framework indicated that we are Delivering for three 'Teaching' elements and Sustaining and Growing for one 'Teaching' element. Our major focus in this area has involved enabling collaborative practices for staff members, focusing on reading, comprehension and writing aspects of the curriculum and continuum, and completing professional learning on evidence based practices, including formative assessment and data skills and use. The initiation of collaborative planning days has allowed for greater instructional leadership, consistency of practice and teacher judgement.

A highlight of our year in terms of professional learning involved working with our Principal, School Leadership on an action research model of professional learning. This involved all staff learning about formative assessment using Dylan Wiliam's resources. Teachers then experimented with the implementation of some strategies, then observed each others' practice and provided feedback. This initiative was well received by teachers and executive members of staff and led to our participation in the Curiosity and Powerful Learning program which follows a similar model.

After the staff changes in Term 2, formal coaching and mentoring was initiated to support beginning teachers and build leadership capacity in our experienced teachers and aspiring leaders. Targeted professional learning for all teachers in data literacy and analysis, including Using Data with Confidence, SCOUT data, Best Start 2, PLAN 2, continuums and learning progressions, led to deeper inquiry into available data and teaching being more informed by data.

Leading

In the domain of 'Leading', our self-assessment against the School Excellence Framework indicated that we are Sustaining and Growing across three 'Leading' elements and Delivering for one 'Leading' element. Our main priority has been maintaining a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success, after a large change in staff. We have also been focused on the development of collaboration and instructional leadership, which has come to fruition through distributed instructional leadership, experienced and aspiring leaders mentoring beginning teachers, and collaborative planning days. Whilst we have thoroughly analysed factors within our school, we have also actively networked and collaborated with our Morgan Country Community of Schools. This resulted in a shared school plan project on 'Engagement and Innovation', which has focused on coding, robotics and future focused learning. We have also worked collaboratively with our Principal, School Leadership on school planning and improvement strategies.

We have focused on ensuring that everything we do is evidence-informed and research based. This has been evidenced through our professional learning on 'What Works Best' and formative assessment, as part of our action

research model for professional learning. Another aspect of our progression in 2018 was through our school plan process 'Communication and Community Engagement'. School satisfaction surveys indicated high levels of trust and confidence in the school throughout a period of extensive change. We also saw increases in the number of parents and community members visiting the school for events. Student voice and Tell Them From Me surveys (students, parents and teachers) were implemented and analysed for the first time, providing further opportunities to celebrate success and continue on our journey to excellence.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Learning

Purpose

All students at our school will be active, engaged, self-motivated learners who are supported to connect, succeed, thrive and learn.

Overall summary of progress

- The collection and analysis of PLAN data was enhanced through professional learning and the development of a whole school strategy.
- Teachers began assessing at the 'marker' level as opposed to the 'cluster' level which was used to inform the learning intentions in lessons.
- Data walls were established and updated for reading, comprehension and writing in all classrooms.
- Individual student and whole class learning goals were developed.
- A school data wall in the staffroom with analysis of the school's overall progress in reading, comprehension and writing was enhanced, with spirals of inquiry leading to improved dialogue, differentiation and accountability.
- Learning progressions professional development was attended and delivered to all teachers.
- Stage planning days were established to analyse student data and collaboratively plan units of work.
- Tell Them From Me surveys were implemented and analysed to guide school improvement.
- Current wellbeing practices and systems at the school have been reviewed and analysed and a team has been set up for renewing the Wellbeing Policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the proportion of our students in the top two NAPLAN bands by 8%.	\$20,000 – additional teacher	Literacy and Numeracy continuum data collection – PLAN strategy developed.
80% of students will achieve their year appropriate expected growth in literacy and numeracy.	\$40,000 – additional School Learning Support Officer	Teachers began assessing at the 'marker' level to enable strategic, evidence-informed programming.
Improved levels of student wellbeing and engagement.	\$5,000 – Professional Learning	Data walls for reading, comprehension and writing. Student voice platforms, such as Tell Them From Me surveys were implemented and analysed. MiniLit, MultiLit and Centre for Effective Reading programs were implemented for individual students requiring extra support.

Next Steps

- Develop a new Wellbeing Policy that embraces the Wellbeing Framework and 'Every Student is known, valued and cared for' professional learning resource.
- Review and update the process and templates for personalised learning: Personalised Learning and Support Plans and Personalised Learning Pathways.
- Maintain a culture of high expectations for students, staff and the community.
- Establish classroom and whole school data walls that align with school focus areas for the Learning Progressions, Understanding Text and Creating Text.
- Review and update the school's Whole School Assessment program.
- Continue to develop our learning culture through participation in the Curiosity and Powerful Learning program.

Strategic Direction 2

Excellence in Teaching

Purpose

To enable all teachers to deliver quality, engaging, challenging and differentiated learning experiences for all students, using evidence-based pedagogy and assessment.

Overall summary of progress

- An action research model of professional learning on formative assessment was implemented with the support of the Principal, School Leadership. This had a positive impact on pedagogy within the school and paved the way for our participation in the Curiosity and Powerful Learning program.
- Established collegial lesson observations to give and receive feedback on formative assessment practices and strategies.
- Positive changes in staff understanding of the need for evidence-based practice, with some staff implementing some aspects in a strategic manner.
- Professional learning in data skills and use, led to teachers knowing exactly where each student was in their learning and where they needed to go next.
- Collaborative stage planning days were implemented once per term, leading to greater consistency in teaching and assessment.
- Reading level graphs indicating achievement and growth data were implemented across K–2 classes.
- English group cluster graphs demonstrate where a child is and where the need to go next.
- Professional learning, including 'What Works Best', spelling, reading, comprehension and critical thinking was delivered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers demonstrate increased knowledge and use of evidence-based practices through their programming and delivery. 80% of students achieve yearly benchmarks for Reading Texts, Comprehension and Writing based on PLAN data. Whole school data is collected by 100% of teachers in a systematic and timely manner to inform teaching and decision making.	\$3,000 – collegial lesson observations \$6,000 – Professional Learning	Professional learning on evidence-based practices – What Works Best and Dylan Wiliam's Formative Assessment. An internal professional learning model was successfully trialled. PLAN data demonstrated high growth in reading, comprehension and writing.

Next Steps

- Begin the implementation of Curiosity and Powerful Learning Triads (regular, structured peer observations and feedback) to increase collaborative and reflective practice and embed the theories of action (evidence-based practices) to accelerate learning.
- Professional learning focus on learning intentions, success criteria and lesson clarity.
- Implement Systematic Synthetic Phonics program in K–2 through the development of a K–2 Literacy Leader role.
- Implement the use of learning progressions in our school with a focus on phonemic awareness and phonics (K–2) and Understanding Text (3–6).
- Review whole School Assessment program.
- Professional learning on the new Science and Technology syllabus.

Strategic Direction 3

Excellence in Leading

Purpose

For the Principal and school leadership team to model instructional leadership and support a culture of high expectations and community engagement.

Overall summary of progress

- Strong community satisfaction and trust has been developed in the school during a period of high staffing change and uncertainty.
- Enrolments have increased from 137 to 150 throughout the year.
- Aboriginal students attending the school increased from 6 to 20.
- A Kindergarten enrolment of 22 was secured for 2019.
- Increased number of parents and community members attending school events.
- Staff experimented with an action research model of professional learning which saw them participate in collegial lesson observations, giving and receiving feedback on formative assessment practices.
- Planning days were introduced once per term for Assistant Principals to lead their teams in line with strategic directions outlined in the school plan.
- The Morgan Country Community of Schools agreed to focus on a joint 'Engagement and Innovation' project. This saw the schools come together for Principal, lead teacher and whole staff extended staff meetings with Vicki Kempton to up-skill staff in the use of coding, robotics and future-focused learning. The five schools combined funds to purchase two sets of EV3 Lego Mindstorms Robotics equipment.
- Leadership was distributed amongst staff to drive the school plan and give aspiring leaders opportunities for development.
- Beginning teachers were mentored and coached by experienced members of staff and aspiring leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved scores in Tell Them From Me parent engagement measures. 100% of leaders, including identified aspirants, demonstrate increased scores in the AITSL School Leader Self-Assessment Tool. Improved scores in Tell Them From Me student engagement measures.	\$4,000 – Professional Learning \$20,000 – RAM \$5,000 – P&C – Robotics equipment.	Tell Them From Me surveys were implemented and analysed for students, teachers and parents. Surveys, parent body meetings and informal discussions indicated high levels of satisfaction with the school. The number of parents attending school events rose significantly, with visitors regularly commenting on the positive 'feel' (climate) and environment. A successful start to the shared school plan project on 'Engagement and Innovation' with the Morgan Country Community of Schools.

Next Steps

- Move the community from participation to engagement in learning through coordinating information nights to enhance their understanding of evidence-based practice and how they can support from home.
- Ensure parents are well informed about new school directions, individual student behaviour and learning progress.
- Continue to enhance instructional leadership at the school through Executive, Literacy Leader and triads.
- Professional learning in future-focused learning through Morgan Country Community of Schools.
- Development of a Morgan Country Community of Schools ICT and digital technologies scope and continuum.
- Increased digital and technological opportunities for students, for example robotics, coding.
- Further opportunities in the arts, for example, pottery and kiln use, development of the music room.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,631	<p>The school employs an additional Learning and Support teacher to support Aboriginal students. All Aboriginal students demonstrated progress with their Personalised Learning Pathways.</p> <p>NAIDOC celebrations included a day of cultural activities, including activities with local elders, Holbrook Landcare, Petaurus Education Group and teachers. This led to enhanced engagement and understanding of Aboriginal culture throughout the school.</p>
Low level adjustment for disability	\$57,678	The school employs additional teaching staff to support students to achieve learning outcomes. This resulted in improved student learning outcomes, smaller class sizes and personalised learning for students.
Quality Teaching, Successful Students (QTSS)	\$24,987	The school employs an additional Assistant Principal. Quality teaching has improved and staff are well supported through instructional leadership, coaching and mentoring, lesson demonstrations, team teaching, observations and feedback.
Socio-economic background	\$18,902	The school employs additional teaching staff, including teachers and School Learning Support Officers, to support students to achieve learning outcomes. This resulted in improved student learning outcomes, smaller class sizes and personalised learning for students.
Support for beginning teachers	Nil	No funding was allocated to our school for supporting beginning teachers in 2018.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	74	61	67	75
Girls	78	77	71	70

In 2018, student enrolments rose from 137 to 150.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	93.9	93	93.4
1	94.2	94.2	94.2	92.7
2	95.3	93	93.5	94.3
3	95.4	95.1	93.7	91.7
4	93	93.5	93.3	91.6
5	95.4	92.9	93.3	92.1
6	92.6	94.8	91.2	94.1
All Years	94.2	94	93.3	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

- School attendance is important for educational and social reasons.
- Attendance is monitored daily and signed notes are required promptly from parents and carers for all absences.
- If a student is away, without explanation, for three consecutively days, their teacher contacts the parents/carers for an explanation.
- The school monitors whole school, class and individual attendance on a five weekly basis.
- If a student's attendance is of concern, contact is made with parents/carers by the Principal or

delegated executive.

- Intervention from the Home School Liaison Officer is sought if concerns about a student's attendance are ongoing.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.79
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.71

*Full Time Equivalent

In 2018, no staff members identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All teaching and support staff at Holbrook Public School participated in a number of professional learning activities designed to build the capacity of staff to deliver the priorities in the school plan. This included training in the use of data, teaching for proficiency in reading, comprehension and spelling, the continuums and PLAN data, the learning progressions, formative assessment, robotics and coding.

An internal professional learning model, including collegial lesson observations and feedback based on an evidence-based practice, was trialled successfully and led to our participation in the Curiosity and Powerful Learning program.

To successfully transition to the new LMBR

management and finance system, office staff and the Principal attended regular, intensive training in the new budgeting tool and SAP HR payroll system. Training included an online component, face to face training and mentoring.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	195,130
Revenue	1,744,499
Appropriation	1,658,609
Sale of Goods and Services	15,128
Grants and Contributions	68,748
Gain and Loss	0
Other Revenue	0
Investment Income	2,015
Expenses	-1,631,761
Recurrent Expenses	-1,631,761
Employee Related	-1,478,735
Operating Expenses	-153,026
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	112,738
Balance Carried Forward	307,868

The Principal and School Administrative Manager have regular finance and budgeting meetings. Finance is also discussed at School Executive, School Council and P&C meetings.

In 2018, we rolled over significant funds in equity. This was necessary due to our school being notified in Term 2 that substantial integration funds would need to be paid back to the Department as a result of a Part Day Exemption. As this money had already been spent, the school was advised by School Finance to create a buffer in our equity budget to cover the funds. Late in Term 4, we were notified that due to the strong progress of our integration students, the funds would not need to be repaid to the Department, thus accounting for a substantial amount of the funds we rolled over in equity.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,200,636
Base Per Capita	26,685
Base Location	23,533
Other Base	1,150,418
Equity Total	84,212
Equity Aboriginal	7,631
Equity Socio economic	18,902
Equity Language	0
Equity Disability	57,678
Targeted Total	124,337
Other Total	183,954
Grand Total	1,593,138

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Literacy, Holbrook Public School's average NAPLAN

scores for Year 3 and 5 are above State and Statistically Similar School Groups (SSSGs) in Grammar and Punctuation, Reading and Writing. In Spelling, Holbrook Public School's average NAPLAN scores for Year 3 and 5 are above State, however, they are slightly below SSSGs. There is an upward trend for spelling.

56% of Year 5 students achieved at or above expected growth in Reading.

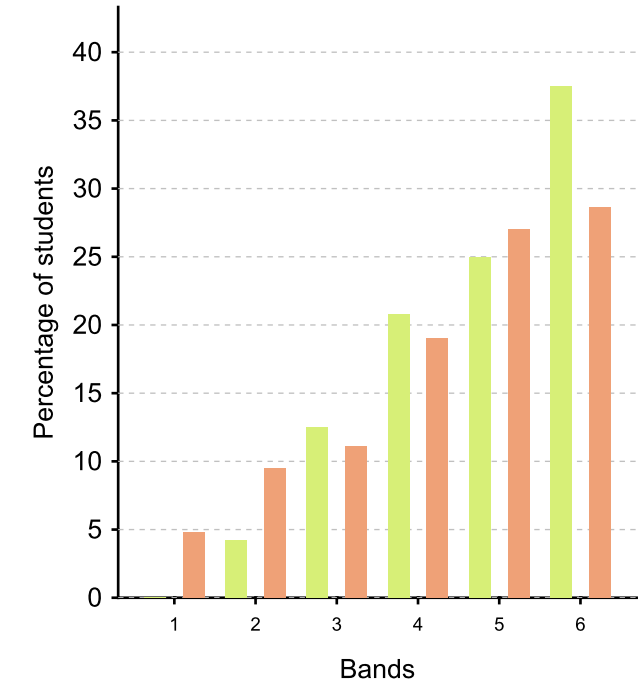
72% of Year 5 students achieved at or above expected growth in Spelling.

72% of Year 5 students achieved at or above expected growth in Grammar and Punctuation.

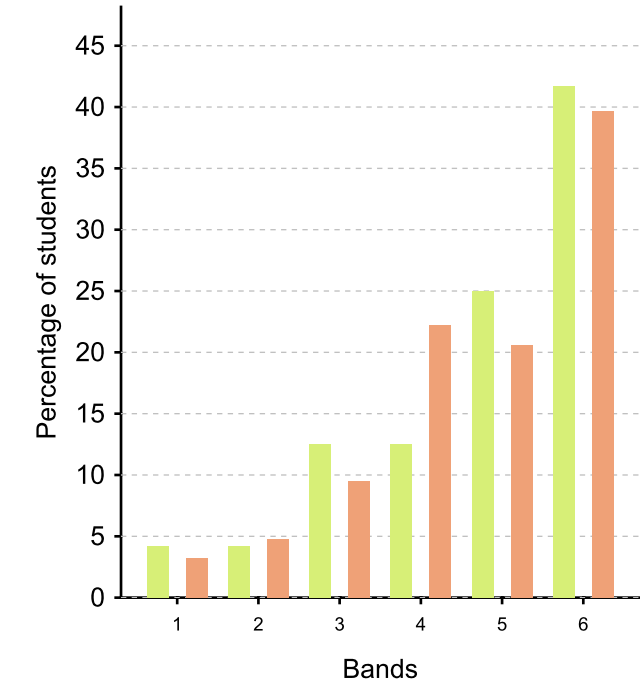
67% of Year 5 students achieved at or above expected growth in Writing.

There was an average of 7.6% growth in the number of students achieving in the top two bands for Literacy in comparison to the previous three year school average.

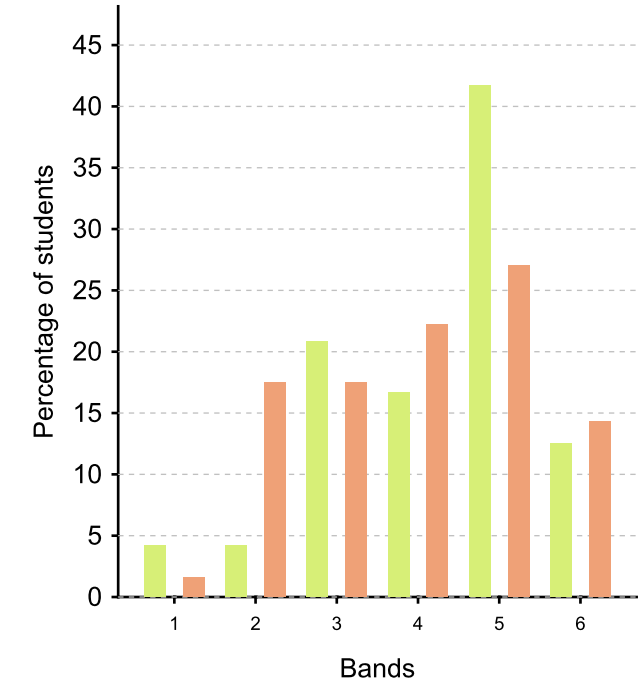
Percentage in bands:
Year 3 Reading



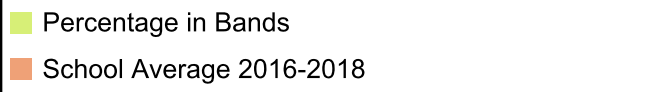
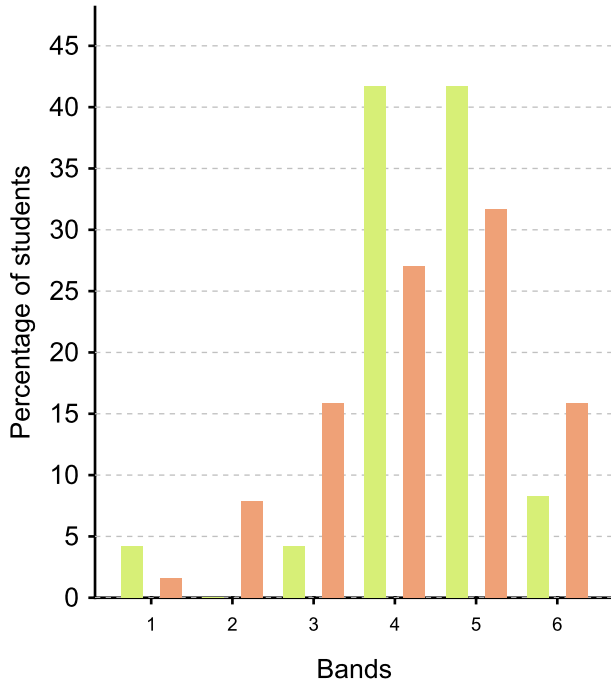
Percentage in bands:
Year 3 Grammar & Punctuation



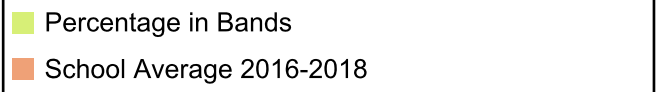
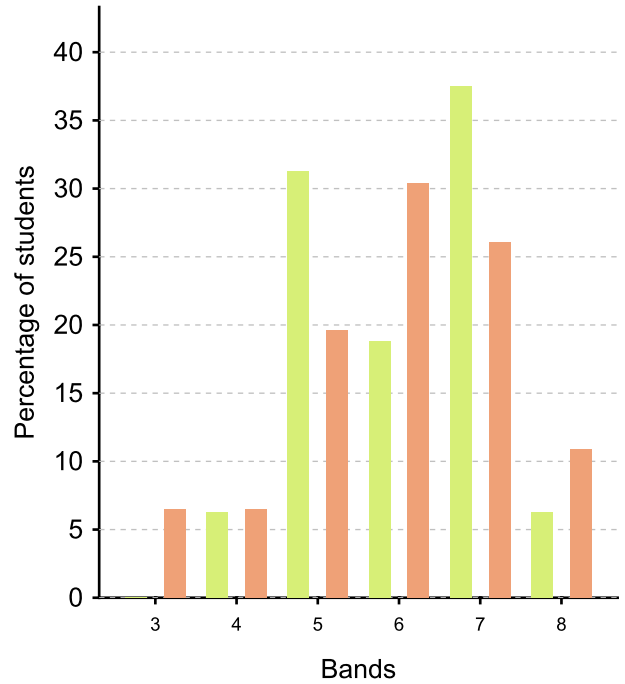
Percentage in bands:
Year 3 Spelling



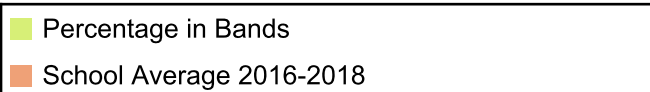
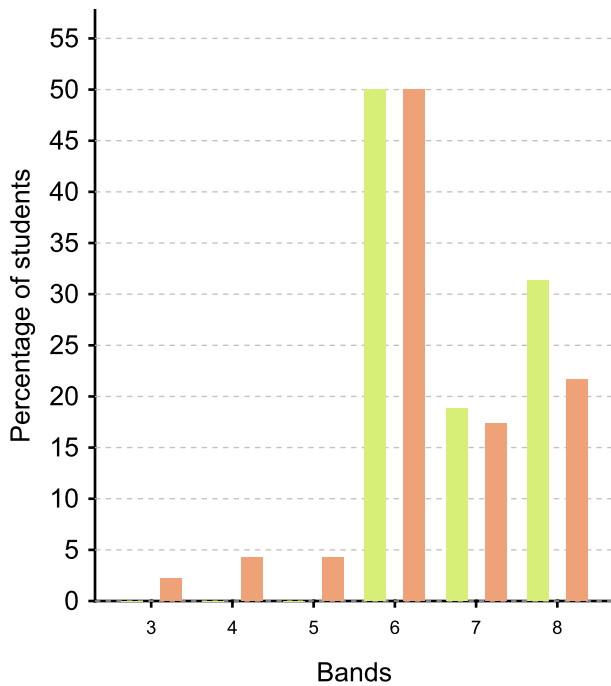
Percentage in bands:
Year 3 Writing



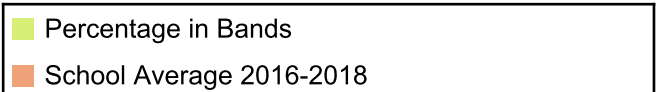
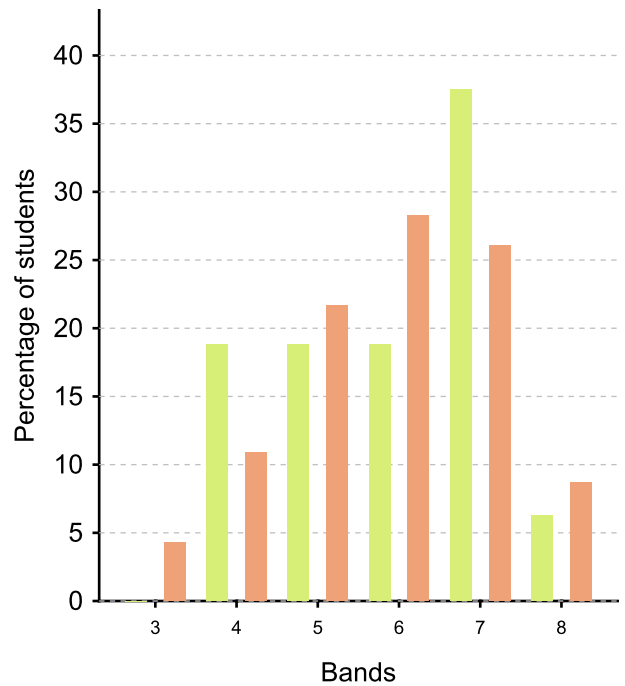
Percentage in bands:
Year 5 Reading



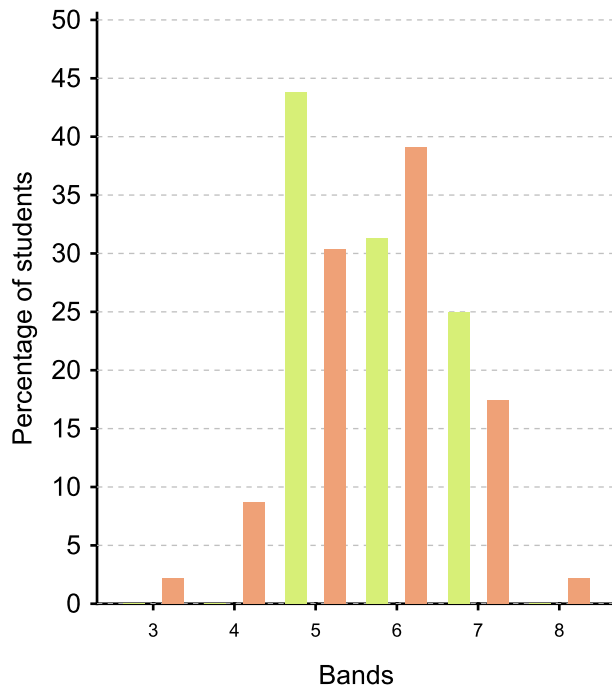
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



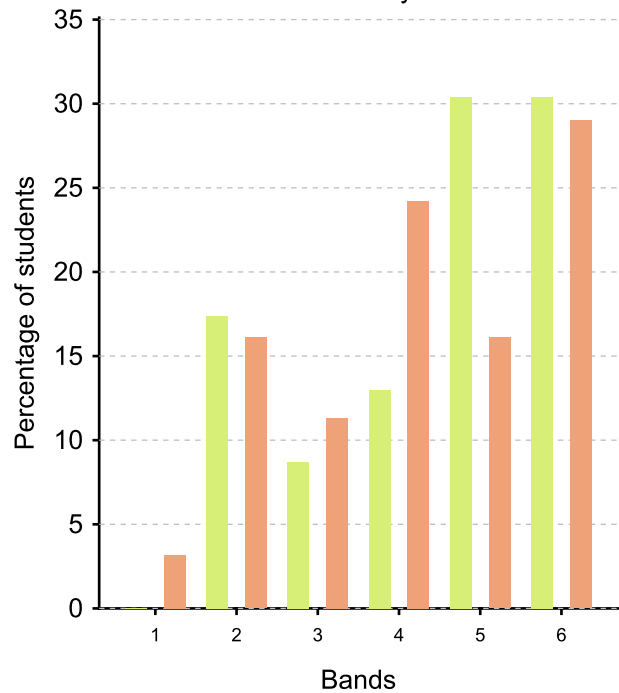
Percentage in Bands
School Average 2016-2018

In Numeracy, Holbrook Public School's average NAPLAN scores for Year 3 and 5 are above State and Statistically Similar School Groups (SSSGs).

39% of Year 5 students achieved at or above expected growth in Numeracy.

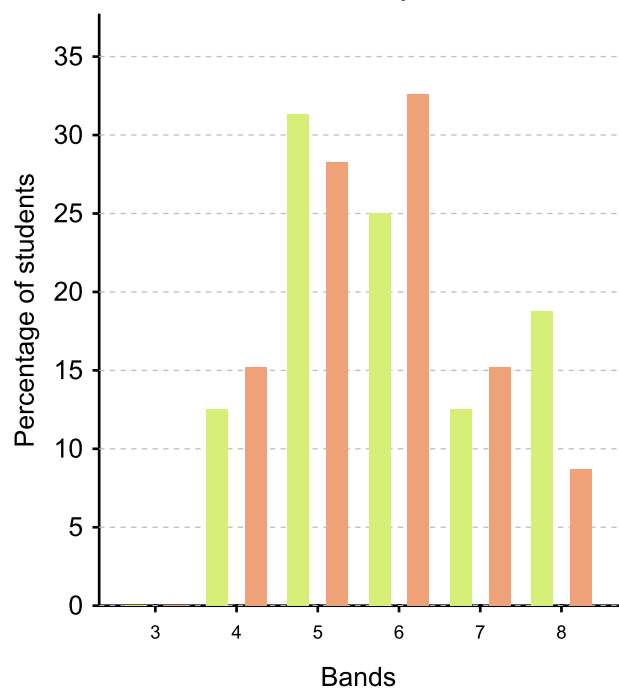
There was an average of 11.55% growth in the number of students achieving in the top two bands for Numeracy in comparison to the previous three year school average.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In 2018, 62.50% of Year 3 students achieved in the top two bands for Reading.

In 2018, 43.75% of Year 5 students achieved in the top two bands for Reading.

In 2018, 60.87% of Year 3 students achieved in the top two bands for Numeracy.

In 2018, 31.25% of Year 5 students achieved in the top two bands for Numeracy.

Overall, in 2018, 51.90% of students achieved in the top two bands for Reading and Numeracy, which was an increase of 23.11% from 2017.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of students, teachers and parents regarding their satisfaction with the school. Many opportunities were taken throughout the year to gauge satisfaction through surveys, focus group meetings, structured feedback sessions, parent body meetings, including the School Council and P&C, and informal talks.

Feedback from students was collected from Year 3–6 students in Term 4 2018 through the Tell Them From Me survey. Their responses included:

- 100% of students have a high rate of participation in sports with an instructor, other than in a physical education class – *17% above the NSW Government Norm.*
- 70% of students have a high rate of participation in arts groups, extracurricular activities or a school committee – *15% above the NSW Government Norm.*
- 75% of students feel accepted and valued by their peers and by others at their school – *6% below the NSW Government Norm.*
- 80% of students have friends at school they can trust and who encourage them to make positive choices – *5% below the NSW Government Norm.*
- 100% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future – *4% above the NSW Government Norm.*
- 48% of students do homework for their classes with a positive attitude and in a timely manner – *15% below the NSW Government Norm.*
- 91% of students do not get in trouble at school for disruptive or inappropriate behaviour – *8% above the NSW Government Norm.*
- 73% of students are interested and motivated in their learning – *5% below the NSW Government Norm.*
- 93% of students try hard to succeed in their learning – *5% above the NSW Government Norm.*
- 22% of students reported that they had been bullied, either verbally or over the internet – *14% below the NSW Government Norm.*

Feedback from parents was collected at various times throughout the year.

In the 2018 Tell them From Me Survey for parents, we

received feedback from 10 respondents. Their responses are listed below:

- 73% agreed or strongly agreed that they feel welcome when they visit the school.
- 78% agreed or strongly agreed that they can easily speak with their child's teachers.
- 68% agreed or strongly agreed that they were well informed about school activities.
- 80% agreed or strongly agreed that written information from the school is in clear, plain language.
- 79% agreed or strongly agreed that they could easily speak with the school principal.
- 82% agreed or strongly agreed that the school's administrative staff are helpful when they have a question or problem.
- 80% agreed or strongly agreed that reports on their child's progress are written in terms they understand.
- 38% agreed or strongly agreed that they are well informed about their child's progress in school subjects.
- 82% agreed or strongly agreed that their child was clear about the rules for school behaviour.

Other responses collected throughout the year from parents and community members have included:

- The school has a great feel.
- I've been really impressed with the communication.
- The funniest and most enjoyable show I've ever seen." – Whole School Performance

Feedback from staff was collected regularly throughout the year to plan further initiatives, and support staff in improving learning. Staff responses to questions about leadership effectiveness through the Tell Them From Me survey are indicated below:

- 75% agreed or strongly agreed that school leaders have helped them establish challenging and visible learning goals for students.
- 64% agreed or strongly agreed that school leaders have provided them with useful feedback about their teaching.
- 75% agreed or strongly agreed that school leaders have provided guidance for monitoring student progress.
- 75% agreed or strongly agreed that school leaders have taken time to observe their teaching.
- 78% agreed or strongly agreed that school leaders have supported them during stressful times.

Policy requirements

Aboriginal education

In 2018, Holbrook Public School's enrolment of Aboriginal students increased from 6 to 20 students. This led to a review of current Aboriginal education systems and practices across the school.

Highlights in Aboriginal education at Holbrook Public School in 2018 included:

- A Student Learning Support Officer was employed to support Aboriginal education.
- A NAIDOC Day of Aboriginal cultural learning was established in partnership with the Petaurus Education Group. This involved many activities, including: Uncle David Dunn (tools and totems), Holbrook Landcare (traditional bush tucker), Martin White (indigenous games), Owen Dunlop (Stolen Generation) and teachers (Aboriginal art and Wiradjuri language).
- Aboriginal activities were offered each day during Reconciliation Week, including ukulele, singing, Wiradjuri language and sports, such as Marngrook, during lunch times.
- The inclusion of Aboriginal perspectives across all key learning areas.
- Six of our Aboriginal students were recognised for excellence and achievement at the Proud and Deadly awards in October.

Multicultural and anti-racism education

Harmony Day was celebrated in Term 1 with the theme 'Everyone belongs'. The whole school participated in activities, including dressing in orange and raising funds for World Vision. The Student Representative Council sponsors a child from Burundi through World Vision. In 2018, the Country Women's Association (CWA) country of study was Poland. Students in Years 5 and 6 researched the country, created postcards and presented them to the CWA with surrounding schools.

Staff members at the school also fundraise and actively support a home in Nepal for destitute children. Their journeys and experiences are regularly shared with the students.

In 2018, a new staff member was trained as the Anti-Racism Contact Officer (ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues relating to racism.

Staff use inclusive teaching practices, which recognise and value the backgrounds and cultures of all students. Different cultures, religions and world views are embraced and tolerant attitudes are modelled and promoted across all aspects of school life. Teaching and learning programs supported the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.